

sixteenth century books and printing than the first volume. Here is a picture of the intellectual climate of Italy at the time of the Reformation in the sharpest possible focus. Chapters such as those on the catechism (*doctrina christiana*) during this period or on the press in the service of Italian reformers tell a story that is the part of every bookman's education. The chapter on the new versions of the Bible is equally essential to a proper understanding of the bibliography of the age.

The second volume relates more specifically to the history of the company of Jesus, but here too we get the background for what is the strongest single educational force of modern times. But for the efforts of the Jesuit fathers world literacy would be infinitely lower than it is today.—*Lawrence S. Thompson, University of Kentucky Libraries.*

Humanities and the Library

The Humanities and the Library: Problems in the Interpretation, Evaluation, and Use of Library Materials. By Lester Asheim and Associates. Chicago: American Library Association, 1957. 304p. \$5.00.

Almost any librarian could read with profit this sample "syllabus" of a course in the literature of the humanities (religion, philosophy, fine arts, music, and literature). Its succinct account of the character of the literature in the fields covered, its wise and tolerant discussion of the problems of the librarian in trying to provide from this literature what the users of his library need, its constant emphasis on the role of the librarian as a professional builder of a collection of library materials shaped according to definite policy and plan for a distinctive community or group of patrons will provide not only the neophyte in librarianship, but also the experienced practitioner with much new information and food for thought. Here is a piece of professional literature the profession can be proud of, and here is a textbook for library school students (how few of them there are!) of which neither teachers nor students need be ashamed.

The Graduate Library School of the University of Chicago was awarded a grant by the Carnegie Foundation in 1948 for the

purpose of preparing a series of three textbooks to be used in the "literature" or "books" courses developed after World War II in American library schools. These courses, as Dean Asheim explains in the preface to this book, were "intended to provide students with more knowledge about the *contents* of books and the *criteria* for evaluating them" than the standard reference, book selection, and cataloging courses of the pre-war library schools had provided. Due credit is given in this preface to Asheim's predecessors as directors of the project, Clarence Faust and Bernard Berelson, and to his associates, members of the University of Chicago faculty outside the GLS, for their work in the projection and preparation of this book. The other two syllabi, for the social sciences and the sciences, have not materialized, but Asheim holds forth the hope that some kind of similar work on the social sciences will be published. The science syllabus was never completed. This state of affairs is extremely unfortunate. Librarianship needs more works of this kind, and failure to provide companion volumes to this for the other subject fields is most regrettable. One can only hope that the reception this book so richly merits will encourage the GLS to reconsider its decision and fulfill its intention of providing textbooks for all three courses. If they are like the syllabus on the humanities, they will be well worth waiting for.

In the meantime we have the consolation of the present work. Regardless of the merits or demerits of the "books" courses, all teachers and students of librarianship must be grateful that such an important contribution to library literature as *The Humanities and the Library* has been made. It is a useful text in any kind of reference course dealing with the subject fields it covers, and it provides some of the best material in print on the problems of book selection. The question of censorship and its implications in book selection, for example, are repeatedly brought to the reader's attention, particularly with respect to books in the fields of literature and religion, and the consideration of this problem is handled in a manner that leaves no room for doubt as to the librarian's professional responsibility in the area of

intellectual freedom. The knotty problem of censorship vs. selection is solved as the reader of Asheim's "Not Censorship, but Selection" (a speech delivered at the Whittier Conference on Intellectual Freedom) would expect; indeed, in many respects, this book is an amplification and detailed application of the general theories which the author so cogently expressed at Whittier. (See "Polemic Literature," pp. 37-40, and "Gifts," pp. 43-44, in the chapter on religion; the discussion of "popular" and pseudo philosophy, pp. 87-88; the account of censorship in the art department, pp. 141-43; and "The Question of Censorship" in the chapter on literature, pp. 260-62.)

Each chapter in this book begins with a definition of its field and an admirable summary of its history and literature. Then, in varying order for each field, are discussed classification and cataloging of materials, book selection and its problems, the different kinds of libraries and library service, and reference work (including an account of the different types of reference works in each field). Audio-visual enthusiasts will be happy with the amount of space and attention given to a consideration of the place of non-book materials in libraries (Asheim is for them and for the increasing provision of non-book materials and services by public libraries) and for the able discussions of the problems of picture, record, and film collections in art, music, and literature. A list of the representative reference tools in the field concludes each chapter. These lists of reference works are carefully selected, generally up-to-date guides to the best reference works in the humanities and are alone worth the price of the book to most libraries. For example, the *Bibliographie de la philosophie* (now also bearing the English title, *Bibliography of Philosophy*) has been an abstract journal for books only since 1954. No mention is made of this in the book. *Philosophic Abstracts* is described in the text as of limited usefulness because of its restricted scope; in the list one finds that it was discontinued in 1954. Relatively few instances of this kind occur, however, and, in general, the lists are up-to-date as of the middle of 1956.

Some of us who still believe that history is one of the humanities might quarrel with the

decision to omit that important field from this book. We can only suppose that history has been placed with the social sciences and mourn its loss from the volume now available. Though few historians tend to think of themselves as social scientists, librarians seem generally to have come to the conclusion that history is a social science. Undoubtedly good reasons can be advanced on either side of the argument, and in the present instance there can be no quarrel if the treatment of history in the promised social science syllabus is as excellent and library-oriented as the chapter on religion or philosophy in this.

The book is a good example of offset reproduction from typewritten manuscript, a method of printing adopted by the ALA for publications it does not expect to sell well enough to pay for the cost of letterpress. The present reviewer hopes that this prognostication of the book's success will not be justified. If every librarian who could use it to advantage or learn from it how better to serve his public would buy it, *The Humanities and the Library* would speedily go out of print.—Fredric J. Mosher, *School of Librarianship, University of California, Berkeley*.

Library Cooperation

The Hampshire Inter-Library Center: A Survey of Its Background and Its Problems, with Recommendations for the Future. By Keyes D. Metcalf. South Hadley, Mass. The Hampshire Inter-Library Center, 1957. 31p.

The first half of this publication is devoted to principles and theory of collecting of resources in academic libraries. Axioms expressed or findings noted by Metcalf will be generally acceptable, since they appear to reflect the experience of American libraries as a whole. Incisively, the author has (1) indicated the differences between the college and the university (or research) library, (2) pointed out the problems of selecting books to meet the needs of a particular institution, and (3) suggested the avenues of cooperation which are directed at serving the needs of the particular users, and, at the same time, are economical. The remainder of this valuable brochure is devoted to the special